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EXTRA-CURRICULAR ACTIVITIES IN HIGH SCHOOLS

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Any high-school principals or faculties in handling the extra-curricular activities of their schools may follow any one of three policies. They may: (1) ignore the existence of student organization, that is, may let the student have entire control; (2) dictate, that is, assume control, as in the classroom, allowing little freedom for student initiative; or (3) co-operate with the students. There is too much of educational value in extra-curricular activities to allow the chance that it be misdirected, and too much to the doctrine of interest to obliterate spontaneous enthusiasm by over-faculty supervision. Repeated unsuccessful experiences in many schools, together with sound and enlightened pedagogical principles, seem to be ample to eliminate either of the first two policies. Just how then can a faculty co-operate with high-school pupils to secure the desired result, freedom of expression subject to control? How make the pupils realize that they must build for themselves ever increasingly higher standards, so that they may think of the necessary faculty check as approval of worth-while plans and the faculty veto as a signal to find a better solution? This is a very live problem for high-school teachers—finding how they may keep themselves in the background, but make their assistance vital; be with the student when needed, but let the pupil take the lead.

Many schools, especially in the last few years, have come to the conclusion that the best solution is through a general organization composed of all the pupils in the school, which shall be a central organ for the direction of every type and variety of associations, clubs, boards, and committees. The faculty adviser of this student association is variously known as vice-principal, supervisor, student adviser, dean, or any of several other titles, or is unfortunately too often without official recognition. But the idea of a centralized student association and a recognized faculty sponsor seems to be

growing in favor. As far as can be gathered from the reports, both written and oral, from the principals and teachers who have used such a device, the results have been most satisfactory.

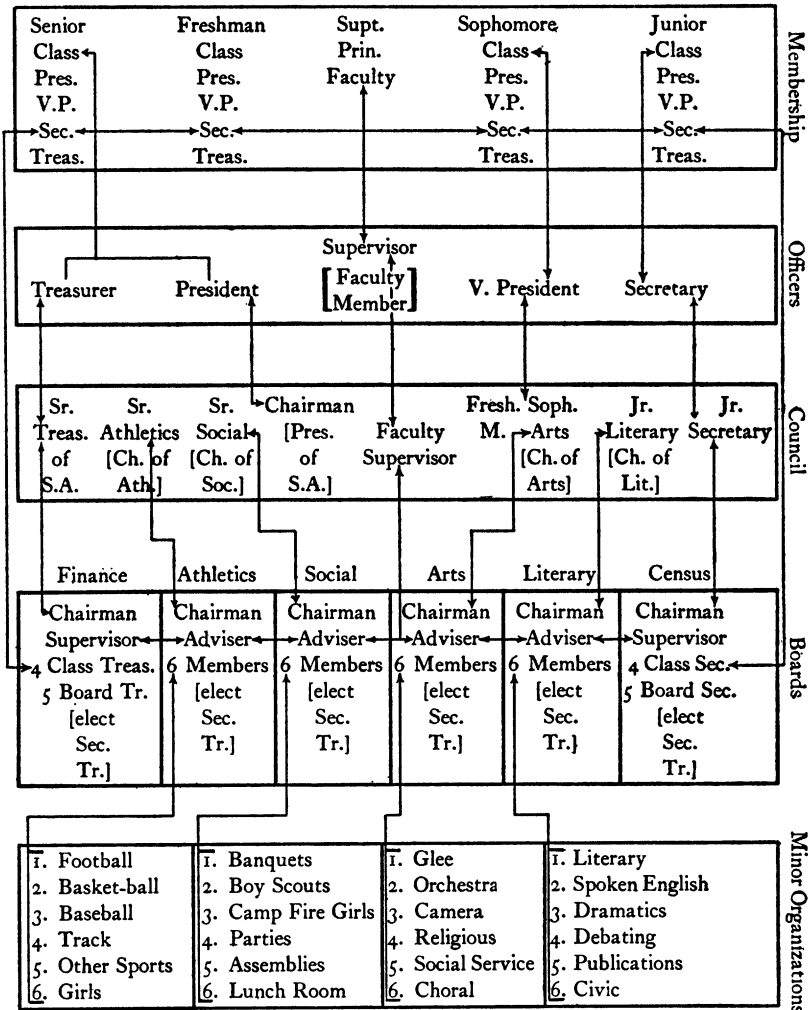
Two underlying principles are basic in building up a worth-while student association. First, a general organization should be an important factor in carrying out the aim of the school—it must work in harmony with the school administration, be a most potent factor in fostering school loyalty. Secondly, there must be some definite policy regarding the relationship between the pupil and the faculty. This is most important, for on the wisdom of such balance of power the entire success of the scheme rests. What shall be the factors which determine this question?

If the organization is to be a *student* association it should put the students foremost, with the faculty in the background, that is, the students should hold all the offices, hold the elections, conduct the meetings, do everything that they can do, constantly looking forward to doing more. Then what is the part of the members of the faculty? Let them co-operate with the student in student affairs. How? Let them be members of the student association on equal terms with the students. This gives the student the feeling that the faculty is “with him”—or “for them.” Next have a faculty supervisor, a faculty adviser for each class, club, and committee, who shall be what the name implies—an adviser—to give aid when needed, *not* to jump in and do the whole thing for the student. This is a real task for the teacher, for it is much easier to do the thing one’s self (saves time and energy) than to let the students try for themselves, make mistakes, and try again. But therein lies the educational value of student organization. The just, well-balanced, well-liked teacher in the background, who holds the power of approval or veto, increases the incentive to worthy student projects. Of course all teachers cannot now fill such a place—but as the call increases a greater number are becoming equal to the new demand.

The following plan has been drawn up as a modification of a special plan for a particular school. This organization is the next step in the growth of student activities of a small high school of two hundred. It is intended to obviate the difficulties of the

present organization, in which there is too much teacher control (the teachers hold offices and obviously lead), too little student

STUDENTS' ASSOCIATION



responsibility, too few truly student elections, that is, too many appointments. In general, the faculty has humored the students too much, has robbed them of their chance in their own organization.

EXPLANATIONS OR COMMENTS ON CHART

Membership.—All students and faculty are *ipso facto* members of the student association.

Officers and council.—All officers and council members are nominated by their respective classes. Then the officer or council member is elected by the entire student body from the two nominees submitted by the class. Thus the president and treasurer of the association, the member on athletics, and the one on social events are nominated by Seniors, the secretary and member of the literary board by Juniors, etc. Of the council members, those on athletics, social events, and literary societies may be nominated by their respective associations—if these organizations have feasible nominating systems.

Board and minor organizations.—Of the six boards, the athletics, social, arts, and literary (the other two are explained later) are each composed of eight members, a chairman, who is council member and represents the interests of his board in the council, and six members, each elected by the six minor organizations to represent them on that board. These seven members elect a secretary and a treasurer from their own number, and a faculty adviser—subject to the approval of the supervisor.

Each class and minor organization must elect a faculty adviser, who must be approved by the supervisor and responsible to him for that organization. Each class, each minor organization, forms its own organization and is a unit complete in itself, but subject to conditions and general regulations as advised by the council.

Supervisor.—If possible the supervisor should be elected by students from nominees submitted by the faculty and approved by the principal. But this is not always possible or advisable.

FINANCE BOARD

No phase of student affairs has ever caused as much trouble or raised as many discussions as the problem of finance. In some schools management of student money is considered a losing game and is allowed to drift along in its losing way under student control—or rather miscontrol, as hundreds of dollars are annually lost. Many principals have reached the conclusion that high-school

students are too young and inexperienced to handle money, and so they appoint faculty treasurers. But is this not depriving the pupil of a training that he needs? Is it not depriving him of a real experience—and one that will be valuable in later life? Many men—and nowadays even many women—are treasurers of clubs, and many have large business interests to finance. Is it not an admission of failure of student organization for a faculty to say, "This is your organization, but you cannot have this taste of real life; you do not know how to handle money." Believing that this is a vital and worth-while co-operation, and that, like every other board, class, or club, it needs adequate and keen-sighted faculty supervision, the following plan is here presented. This has been given a partial trial, and seems to be successful.

A Senior from the commercial department is elected association treasurer. He is therefore *ex officio* treasurer of the council and chairman of the finance committee. The supervisor is *ex officio* adviser to this committee. The other members are the four class treasurers and the five board treasurers. From their number a secretary is elected. This board handles all of the school money. The class and board treasurers collect all the money from every source and, keeping proper accounts, turn it in to the school treasurer. Thus all funds form one large school fund. It is interesting and surprising to find how large this amount is, even in a small school, when it is lumped from all sources. The money is banked and held in trust by the school treasurer, subject to the properly signed order from the class or club that turned it in. (Thus the nuisance of small banking accounts is eliminated.)

How then is money paid out? Suppose that Grace English has spent \$10.50 for decorations for a school banquet. She fills out blank No. 1, giving an itemized account of her expenditures (which she has herself paid for or had charged to her own account, or wishes to secure money to buy), and takes this to the treasurer of the banquet committee for him, Arthur Black, to sign and record in his accounts. Next she secures the faculty adviser's O.K., and finally goes to the treasurer of the board on social affairs that he, Carl Morris, may sign and record. This completed order she

presents to Harry Cutler, student treasurer, who writes her a check which he takes to Mr. Davis, the faculty supervisor, for his O.K.

This at first seems too elaborate a scheme, but when scrutinized carefully does not involve much red tape and does necessitate

<u>Jan. 10, 1918</u>	
Treasurer Students' Association	
Pay to the order of	<u>Grace English</u> \$ <u>10⁵⁰</u>
	<u>Ten and $\frac{50}{100}$</u> Dollars
For	<u>Decorations</u> <u>Arthur Black</u> Mgr. or Treas.
	<u>Flowers</u> 3.50 <u>J. B. Hibben</u> Fac. Adviser
	<u>Place cards</u> 2.75 <u>Carl Morris</u> Tr. of Board
	<u>Paper</u> 2.00
	<u>Printing</u> 2.25
	<u>10.50</u>

<u>Jan. 12, 1918</u>	
City National Bank	
Pay to the order of	<u>Grace English</u> \$ <u>10⁵⁰</u>
	<u>Ten and $\frac{50}{100}$</u> Dollars
	<u>Harry Cutler</u> Treasurer
	<u>O.K. C. M. Davis</u> Faculty Supervisor

accurate bookkeeping—for the minor organizations, for board, for supervisor, for treasurer—and virtually audits itself. Perhaps the greatest advantage is in curbing extravagance in using school money. Does not this method of faculty supervision seem to be in better keeping with the entire student association?

CENSUS BUREAU OR BOARD

Nearly all effective college or university student associations have a census board or a point system as one of the most important phases of their organization. The reason for such a plan is twofold: to limit the number and extent of one student's activities and to develop the unsocial student. Those who are familiar with high-school student life know that one of the most perplexing problems involved is this double one. First, how prevent, especially in the small high school, the president of the Senior class from being football captain, editor-in-chief of the annual, hero in the class play; in short, from being everything? Second, how bring out the shy pupil, who depreciates his or her own ability, but whom you suspect of hidden talents? Will not the same device prove adequate for high school that is successful in college?

This suggestion is incorporated in the foregoing students' association. The details are briefly as follows. The treasurer who is elected association secretary is *ex officio* council secretary and also chairman of the census board. The supervisor is a faculty member. The four class secretaries and five other board secretaries complete the membership. The duties of this bureau

Activities	Points
Student president.....	5
Student treasurer.....	5
Student secretary.....	5
Senior president.....	5
Athletic managers.....	4
Athletic captains.....	2-3
Council members (athletic, social, arts, literary).....	3
Board secretaries and treasurers.....	3
Class secretaries and treasurers.....	3
Junior, Sophomore, Freshman presidents.....	2
Junior, Sophomore, Freshman vice-presidents.....	$\frac{1}{2}$ -1
Athletic team members.....	2-3
Officers, minor organizations.....	1-2
Members, minor organizations.....	$\frac{1}{2}$ -1
Chairman, standing committees.....	1-1 $\frac{1}{2}$
Chairman, committees.....	$\frac{1}{2}$ -1
Members, committees.....	$\frac{1}{2}$
Parts in plays.....	$\frac{1}{4}$ -2

are: to keep a card index of all students with their class rank, their list of subjects, their activities, with point values for each, and a record of subjects in which pupils are below passing. (Grades

CENSUS BUREAU

STUDENT CARD

(Front)

Name Cutler, Harry

Address 192 South Street

Semester Rank 7 Semesters in H.S. 6

I. Activities	Points	II. Activities	Points
1. Treas. S.A.	5		
2. Basket B. Team	2 1/2		
3. Sr. party com.	1/2		
4. Glee Club	1		
5.	<u>9</u>		

(Back)

Subjects

Sem.

I. 1 English 7 2 Physics 7 3 Econ. 5 4 Alg. 7 5 _____

II. 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Reported

I. S. _____ O. _____ N. (2) D. _____ Ja. _____

II. F. _____ Mch. _____ A. _____ My. _____ Ju. _____

are not recorded.) Thus it will be possible to tell what students are eligible to office according to their class record and their activities. By limiting the number of activities of some of the pupils others will be brought out.

Where the system has not been used it will be difficult to fix even a trial point system. The tabulation on p. 279, based on the probable time spent, is a mere suggestion. Each student is expected always to carry one point, and no student is allowed more than nine points at any one time.

To make the idea a little more concrete, suppose a card is filled out for Harry Cutler, 192 South Street. He is now in his first-semester Senior year (Sem. Rank 7). He has been in high school six semesters before. He is treasurer of the student association, 5 points; is a basket-ball player, $2\frac{1}{2}$ points; in October he served on the Senior party committee, $\frac{1}{2}$ point; and plays in the glee club, 1 point. So through October he was carrying nine activity points. Three of these were only temporary.

On the back of this same card are listed his subjects: English, Physics, Economics, Algebra 7, also his reports. In this case the report shows that in November his grade was below passing in Physics (and is recorded after November as 2).

These student cards are valuable school records. If they are filed along with classroom reports and character cards a complete school record is thus kept for each pupil.